

Supporting Students with Significant Disabilities in Literacy Assessment: Sample Assessment Tools

Assessment Tool	Brief Description	Notes	Resource / Reference
DIBELS Dynamic Indicators of Basic Early Literacy Skills <i>Good & Kaminski</i>	Standardized assessment covering: <ul style="list-style-type: none"> Measures of phonological awareness (Initial Sounds Fluency; Phoneme Segmentation Fluency) Measure of Alphabetic Principle (Nonsense Word Fluency) Measure of fluency with connected text (Oral Reading Fluency) 	Measures 3 of the 5 'Big Ideas' of early literacy Developed and supported by the University of Oregon and the Dynamic Measurement Group Administered individually May not be successful for students with significant disabilities (many subtests require oral responses)	https://dibels.uoregon.edu/dibels_what.php http://dibels.uoregon.edu/ http://www.dibels.org/
THE BRIDGE <i>Pierce, Summer, & O'Kirk, in progress</i>	Checklist covering: Foundations of Reading (book knowledge, print awareness, etc) Foundations of Writing (motor, cognitive-linguistic) Alphabet Knowledge Phonological/Phonemic Awareness Oral Language (related to literacy)	Initially developed for preschoolers in NC Adapted from the TROLL Considers emergent literacy and the strong link between oral and written language development Focused on evidence based reading research (EBRR)	Download from the website for the Center for Literacy and Disabilities Studies Early Childhood Resources page http://www.med.unc.edu/ahs/clds/ECresources.html
Early Literacy Engagement Progress Monitoring Checklist <i>King-DeBaun</i>	12 Item Checklist Including: Attends to Book Reading Independent Book Exploration Book Engagement (Repeated phrases, oral cloze, echo reading, attention to text) Story Comprehension Early Writing Book Enjoyment Recognition of Vocabulary (receptive and expressive)	Observation by teacher, parent, therapist Permits 5 observations across 1-3 years Designed for students with very significant delays Very straightforward observation codes	www-creative-communicating.com (look for progress monitoring checklist) http://www.creativecommunicating.com/store/template.cfm/ses_/c,list,x,4,4,x/Progress%20Monitoring/Progress%20Monitoring/

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<p>Intervention Planning Tool</p> <p>Literacy Starters Teacher Guide (Don Johnston)</p> <p>Karen Erickson</p>	<p>Literacy Planning Checklist</p> <p>Concepts About Print – Independent Reading</p> <p>Alphabetic Principle – Word ID</p> <p>Oral Language – Comprehension</p> <p>Phonological Awareness – Phonemic Awareness/ Phonics</p>	<p>Helps teacher determine the student's emerging reading profile</p> <p>Supports teacher in developing a plan to move students along the continuum toward conventional literacy</p> <p><i>Note:</i> Intervention Planning Tool is included on the Teacher Materials CD with each Literacy Starter set</p>	<p>www.donjohnston.com</p> <p>(look for Start to Finish, Literacy Starters)</p> <p>http://www.donjohnston.com/products/start_to_finish/literacy/index.html</p>
<p>Literacy Rubric</p> <p>Staugler, 07</p>	<p>Observation Checklist</p> <p>Phonemic Awareness</p> <p>Concepts of Print</p> <p>Word Recognition</p> <p>Fluency</p> <p>Comprehension</p>	<p>Ranks students on a continuum from:</p> <p>Early Emerging Literacy To Transitional Emerging Literacy To Early Conventional Literacy</p> <p>Students achieve a score from 0 – 25, making this good for pre-post assessment</p>	<p>http://sda.doe.louisiana.gov/Site%20Pages/LiteracyView.aspx</p>